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The reading-material is excellent in the simplicity of its style and the nature of its contents. Numerous exercises, similar to those in Mrs. Gronow's book, are based on this reading-material. In addition to these excellent features the book has the distinction of being the first to incorporate successfully one of the most prominent features of the direct method, viz., exercises designed solely for the acquisition of the vocabulary. It is generally admitted that the teaching of German in our country is still too much under the influence of the old grammar method and that the work is not done thoroughly enough, but it has not been generally recognized that the failure to acquire an adequate vocabulary is one of the most serious defects in the instruction in German. Recently a few texts have aimed at effecting an improvement in this respect without, however, introducing the means whereby this end could be attained.

The book is well adapted for secondary work. It covers perhaps more ground than can be covered in one year in the average high school but simplicity and clearness characterize the material and method of presentation throughout. The style of printing and arrangement of the material are exceptionally successful and contribute in no small degree to the general effectiveness of the book.

To the main part of the book are added paraphrases of the reading-selections for translation into German for those who consider these necessary, and an outline of German grammar. There is no discussion of the *Lautlehre* and there are no songs or illustrations. The *Sprach- und Lesebuch* represents, however, a great advance in our high-school texts for beginning German and is a book that should find immediate favor and a wide use.

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*The Teacher's Health.* By LEWIS M. TERMAN. (Riverside Educational Monographs.) Boston: Houghton Mifflin Co., 1913.

This book gives a résumé of the recent investigations that concern the teacher's health, and contains excellent suggestions in regard to the somatic and mental hygiene of the individual teacher. Teaching, as a number of studies indicate, is an occupation dangerous both to the physical and the mental health. The investigations indicate that the teacher is especially liable to neurasthenia and to tuberculosis. The statistics cited are old and not very satisfactory; but so far as they go they indicate that in this country the mortality from tuberculosis for the teaching profession is very high, apparently greater even than for the notoriously unhealthy occupation of the stonecutter.

The author places the responsibility for hygienic reform, as other investigators have done, on the normal school. Reform should come (1) by lengthening the course for normal-school training, instead of attempting to crowd three years' work into two, or four into three; (2) by selecting the candidates for admission to normal schools after a thorough physical examination by experts under the direction of the school itself, and by another medical examinati o

at the completion of the normal-school course; (3) by giving adequate instruction in school hygiene and personal hygiene in the normal-school course; and (4) selection of teachers on the basis of personal fitness of character and training and health should take the place of the negative function of rejecting candidates on the basis of certain standards of scholarship.

This excellent little book is a good omen for the improvement of the teaching profession. It is only by regard for the laws of physical and mental hygiene that the teacher's work can be made safe and efficient; and the author's plea for the reform of the normal schools with regard to school hygiene cannot be emphasized too strongly. That the study of this subject should often be omitted from the normal-school curriculum or treated inadequately in connection with school management is one of the strange features of modern education.

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*The Story of the Ancient Nations.* A Text-Book for High-Schools.  
By WILLIAM L. WESTERMANN. New York: D. Appleton & Co.,  
1912. Pp. xvii+554. \$1.50.

Westermann's *The Story of the Ancient Nations* is a clear narrative which brings into relief the salient points of ancient history, and in its emphasis on literature, art, and social life, and the use of ancient authorities, aims to exemplify the trend of present-day historical teaching. Sometimes the condensation of political and military history, in order to leave room for details of culture, too often neglected in secondary textbooks, leads to noteworthy omissions, such as the work of Brasidas in alienating the allies of Athens in the north (without which the battle of Amphipolis, mentioned on p. 167 is not clear), the surrender of the Spartans at Sphacteria, the Thirty Tyrants at Athens, and the battle of the Ticinus River. The arrangement is occasionally questionable. It is doubtful whether the sacred games belong in chap. x under the heading "Democracy Develops in Attica"; chap. xxv, "The Spread of the Power of Rome over Italy" would be less confusing to the young student if divided into two chapters, one on government and one on the conquest of Italy. A few statements are open to criticism on the score of possible misinterpretation, e.g., on p. 241, in the words "Zeno, a Jew" the author probably had in mind "ille Poenulus," Cic. *Fin.* iv. 56, and his own previous statement in chap. v that the Phoenicians and Hebrews were both Semites, but the expression is likely to leave a wrong impression on the high-school pupil. The pupil would also be misled on p. 164 among the topics for oral or written report by "The Literary Ability of Aspasia.—The Dialogue, 'Menexenus' of Plato."

The book as a whole, despite these criticisms of minor points, conforms to modern requirements in the teaching of history and can safely be recommended as a textbook.

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